

University of New Orleans  
**ScholarWorks@UNO**

---

University of New Orleans Syllabi

---

Fall 2015

## EDGC 6400

Matthew Lyons  
*University of New Orleans*

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

**This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.**

---

### Recommended Citation

Lyons, Matthew, "EDGC 6400" (2015). *University of New Orleans Syllabi*. Paper 254.  
<https://scholarworks.uno.edu/syllabi/254>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact [scholarworks@uno.edu](mailto:scholarworks@uno.edu).



**EDGC 6400: Theories of Counseling**

**Fall 2015 Monday 7:00-9:45**

**Bicentennial Education Building Room 222**

Counselor Education Program

Department of Educational Leadership, Counseling, & Foundations

University of New Orleans

**Matthew Lyons, Ph.D.**

Assistant Professor

Office: ED 174

Office Hours: Mon 12-4, Tues 12-3, or by appointment

E-mail: mlyons@uno.edu

phone: 504-280-5684

Teaching Assistant: Melissa Deroche, LPC-S

**Course Description**

This course is an examination of the major theoretical approaches to counseling and their relationship to the counseling process. Analysis and evaluation of the function of theoretical constructs and their impact on counseling practice are emphasized.

**Texts**

Corey, G. (2013). *Theory and practice of counseling and psychotherapy (9th ed.)*.

Belmont, CA: Brooks/Cole. ISBN-10: 0840028547 {Required}

American Psychological Association. (2010) *Publication Manual (6<sup>th</sup> ed.)*. Washington, DC: APA. {Highly recommended}

**\*Supplemental Readings will be available via moodle during the semester.**

**Goals and objectives**

This course will provide a comprehensive understanding of the major theories of counseling. We will survey their historical development, philosophical basis, views of growth and change, conceptualizations of human dysfunction and wellness, goals of counseling, nature of the counseling relationship, techniques, and applications to practice from a social justice perspective. The goal of this course is to prepare counselors to conceptualize client concerns and select theoretical foundations that promote ethical practice and efficacious services to culturally diverse clientele. **The bases for theory and its relationship to practice are emphasized throughout the course as a central theme**



**for counselors.** To that end, the course objectives in congruence with 2009 Council on the Accreditation of Counseling and Related Programs (CACREP) standards are:

- Highlight specific theoretical examples the **bases for theory and practice interaction** (General II.G.3.h, II.g.5.d.).
  - Introduce students to the importance of theory as a foundation for understanding people and the diversity of their multicultural characteristics, and the interactions among and between unique peoples and groups (General II.g.2.c.).
  - To demonstrate understanding of individuals' developmental issues and transitions (e.g., psychosexual stages of development, psychosocial stages of development, moral development, intellectual development) and strategies for facilitating optimal development across the lifespan (General II.G.3.a., II.G.3.h.).
  - To identify the key figures involved in the major contemporary counseling models (General II.G.5.d.).
  - To identify the goals of therapy of the major contemporary counseling models (General II.G.5.d., II.G.5.e.).
  - To identify the characteristics of the therapeutic relationship as defined by the major contemporary counseling theories (General II.G.5.d.).
  - To explain the contributions of the major contemporary counseling theories to the field of counseling (General II.G.5.d., II.G.5.e.).
  - To describe the impact social, cultural, racial, ethnic, gender, sexual orientation, and disability factors have in the use of the major contemporary counseling models and to understand the role of advocacy for the client and the profession (General II.C.2.c., CMHC D. 5.).
  - To develop an integrated personal theoretical model and explain the basis of this model utilizing current research (General II.G.5.d., II.G.5.e.).
  - To apply theoretical models to case studies (General II.G.5.e., MHC D.5., SC C.1.).
- Develop an awareness of various theoretical systems that affect students, school, parents, individuals, family, and home (SC C.1.).

**CACREP Standards Addressed in this Course:** General II.G.2.c, II.G.3.a., II.G.3.h., II.G.5.d., II.G.5.e., CMHC D.5.; SC C.1.

**CACREP Standards Assessed in this Course:** General II.G.5.d. General II.G.5.e, CMHC D.5, SC C.1

**Student Learning Outcomes:**

1. Student understands and uses counseling theories as models to conceptualize client presentation and select appropriate counseling interventions.
2. Students will identify models of counseling that are consistent with current professional research and practice in the field.
3. Students will demonstrate that they have developed a personal model of counseling.
4. Students will be able to identify major elements of systems perspective.

**Methods of Instruction:** This course will use a variety of instructional methods including lecture, discussion, video vignettes of counseling sessions illustrating various theories, in-class role play demonstrations, case study analyses, and utilization of the Internet to identify and critique demonstrations of counseling theories in application. A lot of the class time will be very interactive and focus on application of content. It is expected that students have read the chapter prior to coming to class.

**Assignments**

**Exams:** There will be two exams, one midterm and one final. Both Exams will consist of fifty (50) multiple choice, true/false, and short answer questions to assess students understanding of the chapter's material. Exams will cover all lectures and reading and be worth 50 pts each. (General II.G.5.d. II.G.5.e).

**Theory Paper:** Each student will write a theory paper. You will choose a theory to research and develop a paper that further takes an in-depth look at the theories basic assumptions, techniques etc. The theory paper should address but not be limited to the following questions: How would you describe the essence of human nature? What do you believe causes people to experience distress or dysfunction? How would you characterize a fully-functioning individual who maintains wellness in her or his life? How do people change, and what motivates them to change? How does counseling help people change? What are the essential characteristics of the counseling relationship?

In addition to the above questions, there will be a brief case study provided. You will integrate the case study into your paper, conceptualizing the case based upon your chosen theory. This paper should be approximately 8 to 12 pages in length, typed and double-spaced. Paper must be in APA format and include scholarly sources. More detail and a rubric will be provided. 50 pts. **Due Nov. 24<sup>th</sup>.** (General II.G.5.d. II.G.5.e, General II.C.2.c., CMHC D. 5).

**Technique Presentation:** Students will work in groups to study and prepare a presentation/demonstration on a theory/technique not covered in class. A list of possible topics will be provided. Presentations will begin the week after midterms. Each presentation should last



approximately 20 minutes. They should employ creativity, hands-on exercises/activities, and include a handout for future reference. Any topics not on the list need to be cleared in advance. A grading rubric will be available on moodle. (General II.G.5.d., II. G. 5.e.). 30 points.

**Extra Credit:** You are encouraged to attend the Chi Sigma Iota sponsored Big Easy workshops. They feature highly regarded professionals in the counseling profession from all over the country. You can find the schedule here: <http://www.bigeasyseminars.com/Upcoming-Seminars.html>. You may receive **5 extra credit points** if you provide proof of seminar attendance.

### Grades

1. Midterm Exam	50pts
2. Final Exam	50pts
3. Personal Theory Paper	50pts
4. Theory/Technique Presentation	<u>20pts</u>
<b>Total</b>	<b>170 points</b>

### Grading Scale

<b>100 – 90%</b>	<b>A</b>
<b>89-80%</b>	<b>B</b>
<b>79-70%</b>	<b>C</b>
<b>69-60%</b>	<b>D</b>
<b>59-50%</b>	<b>F</b>

**Late /Missed Assignments:** Assignments are due by the end of class on the **due date**. A deduction of 5 points against the assignment will be incurred for each day late.

**Grading:** The professor of any course does not give you a grade. You earn your grade. By taking responsibility for your grade, you have more responsibility for your education and your professional life. All work will be expected to be of graduate level caliber. Grade scale: A- 100-90, B = 89 – 80, C = 79-70, D = 69-60, F = 59.

**Attendance is mandatory, as is class participation.** Poor attendance and poor class participation will reflect on final course grades. If you cannot attend class, you must inform the instructor, if you miss a class, you must inform the instructor as early as is practical via Email. **Please use EDGC 6400 in the subject line of your email** to receive a prompt response. Program policy is that more than two unexcused absences will result in grade reduction.

### Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic



performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

### **Accommodations**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.



**\*Note: This syllabus is only an approximate outline of the material presented in this class. Topics may be added, deleted, or shifted as time permits.**

Week	Topics	Chapter
8/24	Introduction and Syllabus Counselor: Person and Professional Agency, School, Community, etc.	1&2
8/31	Culture, Social Justice, Ethics	3
9/14	Psychodynamic Freudian Analysis & C.G. Jung	4
9/21	Adlerian Psychology	5
9/28	Existential Therapy	6
10/5	Person-Centered Therapy Carl Rogers	7 Midterm Exam
10/12	Gestalt Therapy	8 Begin Presentations
10/19	Behavior Therapy Evidenced Based & Managed Care	9
10/26	Cognitive Behavior Therapy REBT	10
11/2	Reality Therapy	11
11/9	Feminist Therapy	12 <b>Theory Papers Due</b>
11/16	Post-modern Approaches Solution Focused, Narrative, etc	13
11/23	Family Systems Therapy	14
11/30	Integration of Theory	15
12/7	Final Exam	



**Theory/Technique Presentation Topics**

Systematic Desensitization

Nutrition

Narrative Therapy

Humor/Laughter

Neuro- Linguistic Programming (NLP)

Mindfulness

Neurofeedback

Light Therapy

Transformational Systemic Therapy (Virginia Satir)

Progressive Relaxation

Art Therapy

Bibliotherapy

Play Therapy

Dialectical Behavior Therapy (DBT)

Transactional Analysis

Impact Therapy

Reiki

Rolfing

Meditation

Hypnosis

Suboxone Therapy

Reiki

Journaling

Exercise

Acupuncture

Hypnosis





## CACREP STANDARDS RUBRIC

Course #: \_\_\_\_\_

Student Name: \_\_\_\_\_

Professor: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

0 = Unacceptable: Student did not meet the standard.

1 = Below Expectations: Student performed below expectations on the standard.

2 = Acceptable: Student adequately met the standard.

3 = Target: Student performed above expectations on the standard.

<p>II.G.5.d. Student understands and uses counseling theories as models to conceptualize client presentation and select appropriate counseling interventions. Students are aware of models of counseling that are consistent with current professional research and practice in the field and can demonstrate that they have begun to develop a personal model of counseling.</p> <p><u>Assessments:</u> <i>Personal Theory Paper, Case Study Analyses</i></p>	
<p>II.G.5.e. Student understands and can apply a systems perspective that provides an understanding of the family and other systems theories and major models of family and related interventions.</p> <p><u>Assessments:</u> <i>Personal Theory Paper, Case Study Analyses</i></p>	



## Syllabus Attachment

Fall 2015

### Important Dates\*

Last day to adjust schedule w/out fee 08/18/2015  
Semester Classes Begin ..... 08/19/2015  
Last day to adjust schedule w/fee,  
or withdraw with 100% refund 08/25/2015  
Last day to apply for December commencement 09/25/2015  
Final day to drop a course or resign 10/14/2015  
Mid-semester examinations 10/05-10/09/2015  
Final examinations ..... 12/07-12/11/2015  
Commencement ..... 12/18/2015

*\*Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here:  
<http://www.registrar.uno.edu>*

### Fall Semester Holidays

Labor Day ..... 09/07/2015  
Mid-semester break ..... 10/15-10/16/2015  
Thanksgiving ..... 11/26-11/27/2015

### Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

### Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student

Handbook: <http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

### Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>



### **Safety Awareness Facts and Education**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

### **Emergency Procedures**

Sign up for emergency notifications via text and/or email at E2Campus

Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety

Office: <http://www.uno.edu/ehso/>.

### **Diversity at UNO**

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

### **Learning and Support Services**

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

### **Affirmative Action and Equal Opportunity**

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>



### *Conceptual Framework:*

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of counseling professionals viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



### *Roles and Responsibilities of Professionals in Counselor Education*

- Design, implement, monitor, and evaluate programs. Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home.



- Advocate for children, services, and supports. Counselors are effective advocates for students, families, and school communities.
- Provide individual, group, and family counseling. Counselors promote school success as measured by the academic, career, and personal/social development of all students.
- Offer career and academic guidance. Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students.
- Collaborate to support group practice. Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory.
- Consult with teachers and parents/legal guardians. Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students.